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ABSTRACT

This publication shows step-by-step how trainers may use self-organized learning (SOL) to achieve real and lasting change within an organization at all levels. Each of the eight chapters begins with an "agenda board" outlining the contents and ends with a section featuring suggested activities for developing the skills. An introduction explores how SOL relates to training. Chapter 1 defines SOL and covers benefits to individuals, teams, and organizations. Chapter 2 challenges personal and professional myths about learning. Suggested activities help increase understanding of how personal myths can affect learning. Chapter 3 uses the repertory grid as a tool to model the learning process. Chapter 4 introduces a process-based language for developing learning conversations and describes its overall form. Chapter 5 introduces the personal learning contract (PLC) as a major learning tool. Chapter 6 illustrates PLCs by presenting examples of "real life" applications. Chapter 7 introduces a "conversational evaluation model" to assess the effectiveness of learning and suggests a framework for measuring progress in SOL called the personal learning biography. Chapter 8 elaborates on the development of a learning system involving a learning manager and learning coaches and the setting up of learning networks among staff. Appendixes include an example feedback-for-learning package, examples of PLC and grid forms, and an index. Contains 47 references. (YLB)

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